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ABSTRACT

Nippon Hoso Kyokai (NHK--Japan Broadcasting Company) is the only public service broadcasting organization in Japan. It is financed entirely with receivers' fees paid by television and radio set owners. NHK conducts a variety of educational broadcast activities. Two services provided by NHK are the Gauken senior high school correspondence program and the college correspondence program. NHK also presents special programs for mentally and physically handicapped children and a wide variety of social education programs. The social education programs include instruction in such subjects as foreign languages, vocational training, business management, agriculture, forestry, fisheries, science, and Japanese culture. This report provides a brief description of each of these NHK programs. (JY)

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EDUCATIONAL BROADCASTS OF NHK

(Special Issue of NHK TODAY AND TOMORROW)

October 1971

Public Relations Bureau

Nippon Hoso Kyokai

(Japan Broadcasting Corporation)

Tokyo, Japan

EDUCATIONAL BROADCASTS OF NHK

(Special Issue of NHK TODAY AND TOMORROW)

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OUTLINE OF NHK

Nippon Hoso Kyokai (Japan Broadcasting Corporation) is the only public service broadcasting organization in Japan. The outstanding feature of NHK is that it is financed entirely with receivers' fees paid by receiving set owners under a system starting in 1925, when its predecessor was established as a corporation and radio service was inaugurated in Japan.

NHK became a special corporation under the Broadcast Law enacted in 1950, further establishing itself as the "people's broadcasting organization". NHK does not depend on government financial aid or on any specific capital; its financial foundation rests with accumulation of receivers' fees paid by the television viewers. These receivers' fees serve as the supporting pillar for NHK's independence in programing and program production as well as for NHK's public service status.

The fundamental mission of NHK is as follows:

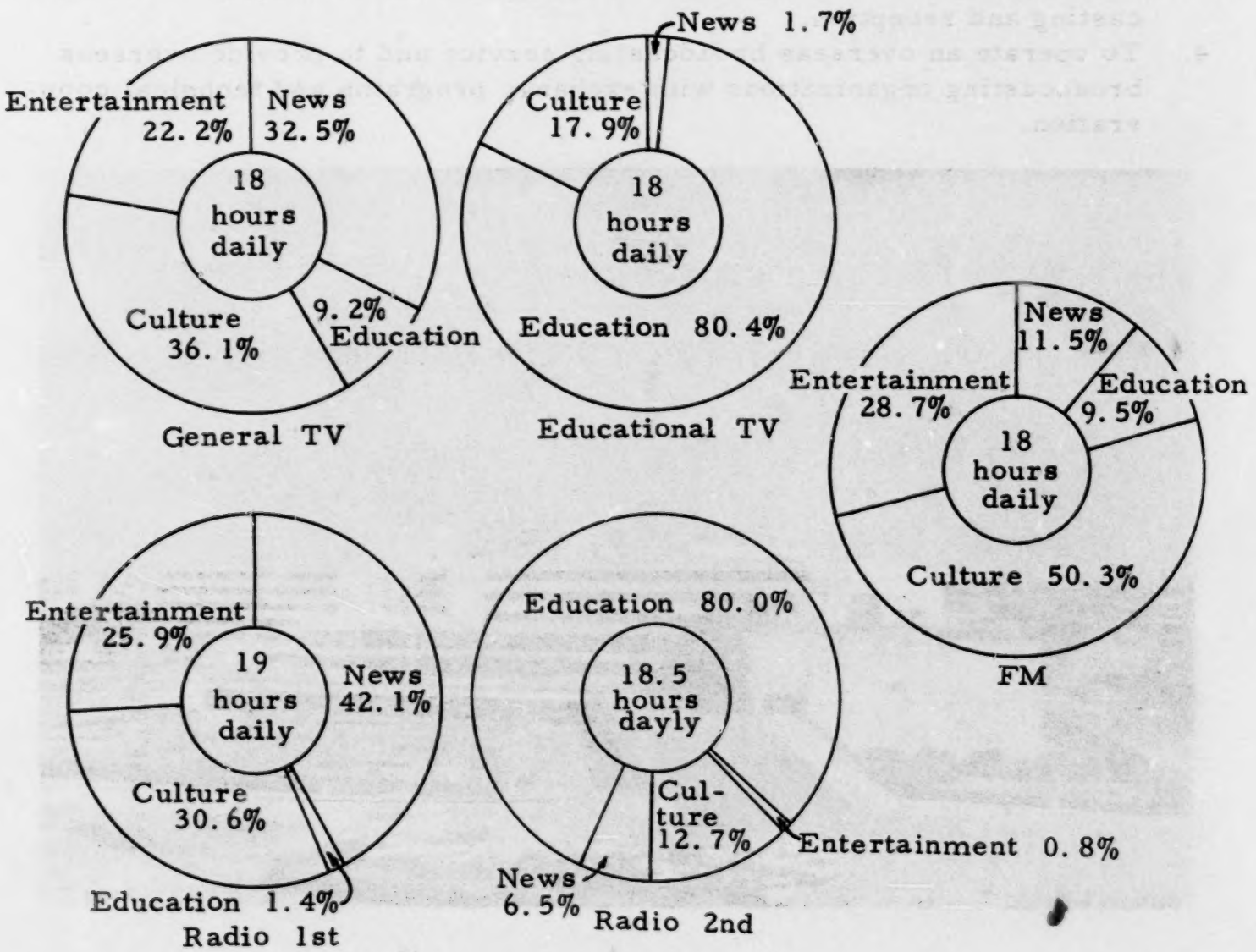
1. To present news, educational, cultural and entertainment programs in line with the requirements of the people and to contribute to elevating the cultural level of the nation.
2. To construct nation-wide networks and to provide broadcasting stations for presenting programs specifically for local communities.
3. To research and investigate for the progress and development of broadcasting and reception.
4. To operate an overseas broadcasting service and to provide overseas broadcasting organizations with exchange programs and technical cooperation.

In order to accomplish the above tasks, NHK operates two television services, two radio networks and an FM service. The television services comprise the General Service, a nation-wide network providing local programs for the general audience and the Educational Service, presenting school programs, correspondence education programs and social education programs. Nation-wide colorcasts are also included in these two services.

The two radio services include the First Network presenting news, educational, cultural and entertainment programs for the general audience and the Second Network specializing in educational and cultural programs. The FM Service presents news intended for regional blocs comprising a prefecture as the unit, local programs and stereo musical programs which exploit the special characteristics inherent in FM broadcasting.

NHK's broadcasting stations continue to increase annually, and as of September 1971, there were 1,292 operating in the General TV Service, 1,289 in the Educational TV Service, 170 in the First Radio Network, 141 in the Second Radio Network and 319 in the FM Service. Their respective coverages are 97.0 per cent for General and Educational TV, 99.7 per cent for the First Radio Network, 98.7 per cent for the Second Radio Network, and 92.0 per cent for FM Service.

RADIO AND TELEVISION PROGRAM CLASSIFIED BY TYPES
(As of Sept. 1971)



NHK'S EDUCATIONAL BROADCASTS

Serveys have shown that the average Japanese above the age of ten views television nearly three hours a day. This indicates that broadcasting has become part of the daily life of the Japanese people.

This is all the more reason for increasing social responsibility in broadcasting. As Japan's sole public service broadcaster, NHK has placed particular stress on educational and cultural programs, in order to meet the requirements of the times and its social responsibilities.

NHK's educational and cultural broadcasts include school programs and correspondence education programs designed to achieve direct educational results; special educational items, foreign language lessons, technical courses, agricultural information, business management, items for young people, children and women, general cultural items and science programs.

NHK's broadcasting programs are based on the following three policies stipulated in the Broadcast Law:

(1) To exert all possible efforts to satisfy the wishes of the people as well as to contribute to the elevation of the level of civilization by broadcasting wholsome programs.
(2) To keep local programs in addition to national programs.
(3) To strive to be conductive to the upbringing and popularization of new civilization as well as to the preservation of past civilization of our country. (Clause I, Art. 44 of the Broadcast Law)

In allocating sufficient time for educational and cultural programs in order to fulfill these obligations imposed by the Broadcast Law, NHK has established standards that assure appropriate and useful program contents. NHK's programs are thus always presented in accordance with these fundamental principles.

Standards for Educational Programs in General

(1) The specific listener audience shall be made clear and the contents of the program shall be appropriate and beneficial.
(2) In order to obtain the best educational results, it shall be well organized and continuous.
(3) Equal opportunity in education shall be publicized through broadcast.

Standards for School Programs

(1) Every effort shall be expended toward the basic plan of compiling a school educational program that can be done only through broadcast.
(2) Grade school children's study attitude shall be given consideration along with the development of their mind and body.

(3) Seek means of improving the teaching methods.

Standards for Children's Programs

(1) Considerations shall be given to the children's reaction. Strive to infuse wholesome spirit and cultivate abundant sentiments.
(2) Avoid programs that would be imitated by children to their detriment or those that would be easily misinterpreted.
(3) Avoid expressions that would cause abnormal fear.
(4) Superstitions that may bring harm should not be referred to.

Standards for Cultural Programs

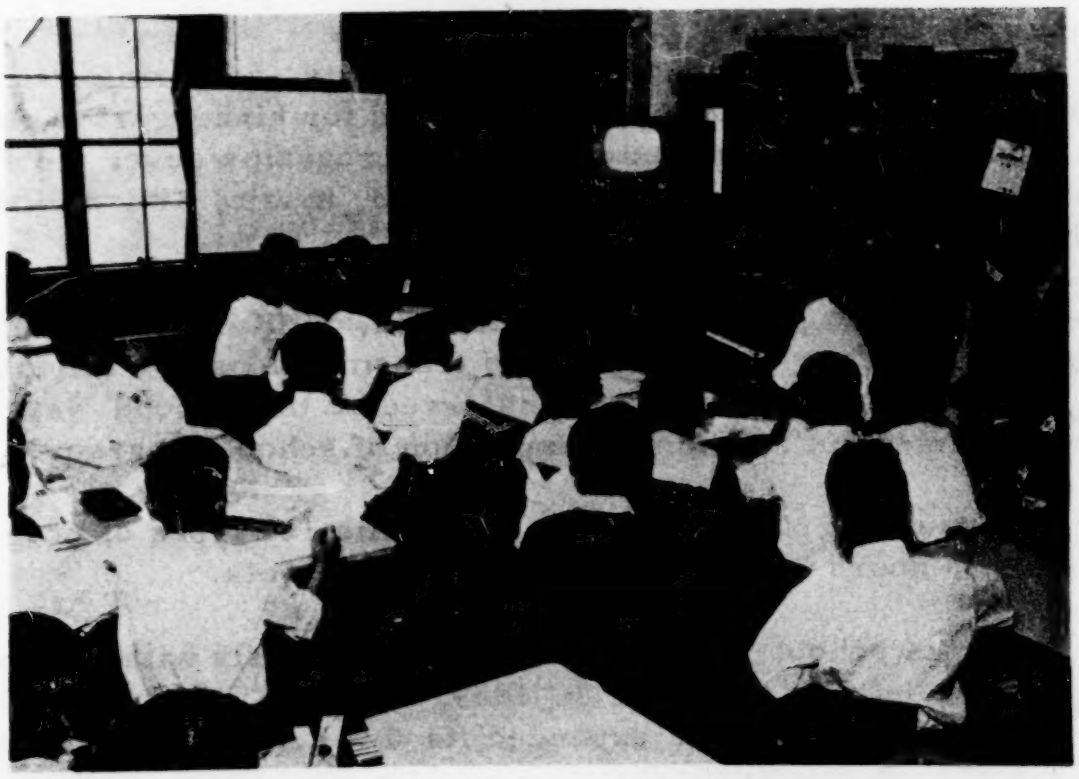
(1) The objective is to elevate the cultural aspect in general.
(2) The requirements of not only the majority should be met, but every effort to satisfy the demands of the various class levels should be made.
(3) Effort shall be made to promote social and community interest and to further the knowledge on the cultural phases of general livelihood.
(4) In making public an academic study and in all broadcasts pertaining to expert matters, the integrity and importance of such a subject shall be duly respected and shall be based on logical and professional standards.

In accordance with the above standards, NHK's educational broadcasts are conducted for 57 hours 07 minutes weekly in the General TV Network, 123 hours 46 minutes in the Educational TV Network, 42 hours 32 minutes in Radio 1st Network, 120 hours 05 minutes in Radio 2nd Network, and 75 hours 25 minutes in FM Network. (As of Sept. 1971)

The constitution of Japan provides that "All people shall have the right to receive an equal education corresponding to their ability".

NHK is determined to continue its sincere endeavors to realize the ideal of "equal opportunity in education for all" from kindergarten to college as well as social, vocational and technical education.

PROGRAMS FOR SCHOOLS

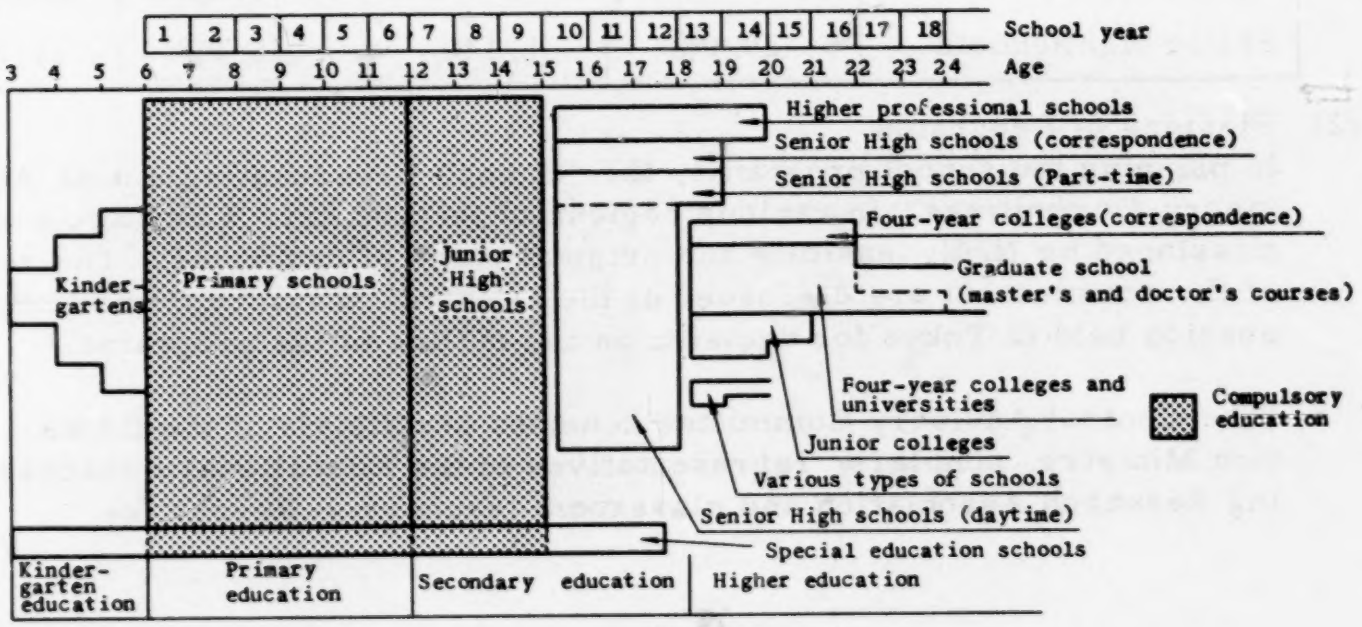


1. The Educational System of Japan

The educational system of Japan underwent a drastic change in 1947, two years after the conclusion of World War II.

The points changed in the prewar educational system are as follows: Compulsory education was extended from six to nine years by adding three years of early secondary education to the six-year primary education. At the same time, a strong voice was raised for equal educational opportunity; a result of which the ratio of those going on to higher schools after completing compulsory education has increased to 80% in 1967 against about 20% in the days prior to 1945.

An outline is as shown in the diagram below:


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
School year
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Age
Kinder-gartens
Primary schools
Junior High schools
Higher professional schools
Senior High schools (correspondence)
Senior High schools (Part-time)
Four-year colleges(correspondence)
Graduate school
(master's and doctor's courses)
Four-year colleges and universities
Junior colleges
Various types of schools
Senior High schools (daytime)
Special education schools
Compulsory education
Kinder-garten education
Primary education
Secondary education
Higher education

2. Programs for Schools

(1) Outline

NHK's radio and television schools broadcasts, conforming to the above-mentioned educational policy, are intended for kindergarten children to high school students. In contents, these programs cover the Japanese language, science, social studies, English, music, art, ethics, technical questions and home economics

Since school radio programs began in 1935, NHK has gradually increased the number of programs and transmissions for schools. In 1952, the school service was transferred to the Second Network, and thereby carried out substantial expansion of school programs.

Currently (as of Sept. 1971), NHK transmits 107 types of programs -- a total of 26 hours 55 minutes a week -- to schools.

NHK began its school TV programs simultaneously with the commencement of its telecasts in 1953. In 1959, with the introduction of its TV Educational Service, NHK expanded its TV school broadcasts.

Currently (as of Sept. 1971), NHK transmits 112 programs -- a total of 33 hours 55 minutes a week -- to schools.

Among the schools which are equipped with both radio and television receiving sets, those which are utilizing the school programs systematically are as follows:

As of Sept. 1970 By NHK Radio and TV Culture Research Institute	TV		Radio	
	Percentage of utilization	Number of utilizing Schools	Percentage of utilization	Number of utilizing Schools
Kindergartens	88.1%	8,850	38.3%	3,610
Primary Schools	89.9%	22,360	58.2%	14,130
Junior high Schools	37.4%	4,000	39.1%	4,300
Senior high Schools	29.0%	1,140	46.0%	1,870

(2) Planning of Programs

In planning the school programs, the "School Broadcasting Local Advisory Committees" in various regions of the country, which are commissioned by NHK, examine the original plans of programs. The results of the examination are discussed at the "Central Advisory Committee" session held in Tokyo for decision on the outline of the programs.

(The Central Advisory Committee consists of officials of the Education Ministry, scholars, representatives of the Educational Broadcasting Research Association and classroom teachers.) Respective

broadcasting programs are studied by special committees.

Furthermore, NHK obtains reports every year on the utilization of school programs from 400 selected schools. Moreover, NHK analyzes results of the investigations conducted by its Radio and TV Culture Research Institute in a constant effort to improve the substance of programs.

(3) Texts

A total of eleven kinds of manuals for teachers are published:

		Number issued (year)
For kindergarten (radio and TV)		90,000
For primary school (radio and TV)	1st grade	210,000
	2nd grade	210,000
	3rd grade	210,000
	4th grade	210,000
	5th grade	210,000
	6th grade	210,000
For junior high school (radio and TV)		150,000
For senior high school	(radio)	150,000
	(TV)	75,000

Three kinds of texts for students are published:

Radio and TV English Classroom	(for first graders of junior high school	90,000
	(for second graders of junior high school)	90,000
	(for third graders of junior high school)	90,000

The "Radio English Classroom" is also published in braille.

The senior high school correspondence programs cover many subjects; for instance, modern Japanese language, classical literature, English, mathematics ... etc.

(4) Research system

There is the "National Radio and TV Education Association", an independent research organization for the study and utilization of school broadcasts and for the spread of radio and television education.

The Association has, as subordinate organizations, eight Block Research Societies to cover the entire country, and 54 Prefectural Research Societies.

These research societies and NHK jointly hold many research meetings to discuss research results in order to provide data useful for the improvement of school programs as well as reception facilities. A total of about 1,700 research meetings are held annually throughout the country in the 1967 fiscal year with about 300,000 teachers participating

(5) School program utilization, situation and results

In general, schools desiring to utilize school programs first obtain, at the beginning of the school year, school program schedules for the year and school broadcast textbooks. Using these as reference materials, the schools select programs that can be utilized during the year and enter them into the educational plans for the year.

The schools further study the method of utilization with respect to each school program when drafting monthly or weekly guidance plans for each school term.

Of course, school programs are not intended to cover the entire curriculum; they are utilized along with other teaching materials as part of the total flow of learning activities. School programs are intended to help the teacher provide means which can be available only in radio and television programs, and enrich learning activities in the classroom and elevate the learning efficiency, and promote the students' will to study.

For example, today considerable danger must be expected when school children in major cities leave school to go into the city for field lessons in social studies. It is also impossible to take large numbers of children to distant places so frequently for field trips in geography or studies of industries. In such cases, television programs for social studies can enrich classroom learning activities by presenting desired conditions through films.

In addition, school programs can also provide rich teaching materials that can otherwise never be obtained. If a teacher is not well-versed in a certain subject, the lack of knowledge can well be supplemented by some programs. It goes without saying that the audio-visual method aids teaching and helps promote greater interest in learning.

Thus, school programs provide unique means unobtainable by regular teaching materials.

PROGRAM SCHEDULE OF SCHOOL BROADCASTING FOR 1971

EDUCATIONAL TV NETWORK

	MON	TUE	WED	THU	FRI	SAT	
AM	K. Social Studies	K. Puppet	K. Social Studies	K. Puppet	K. Music	K. Science	AM
	15 P. 2G Science	P. 1G Science	P. 1, 2G Fairy Tales	P. 1, 2G Music	P. 2G Social Studies	P. 1G Social Studies	
9	30 P. 5, 6G TV Special Class	P. 1, 2G TV Special Class	S. Mathematics	P. 5, 6G TV Special Class	P. 1, 2G TV Special Class	S. Mathematics	9
	50 P. 3, 4G Morality	P. 4G Social Studies	P. 3G Science	P. 4G Science	P. 3G Special Studies	P. 3, 4G Music	
10	10 S. 3G Social Studies	S. 1G Science	S. 2G Science	S. 3G Science	S. 1G Social Studies	S. 2G Social Studies	10
	30 K. Puppet	K. Social Studies	K. Puppet	K. Music	K. Science	K. Social Studies	
	45 P. 1G Science	P. 2G Science	P. 1, 2G Science	P. 2G Social Studies	P. 1, 2G Morality	P. 1, 2G Fairy Tales	
	S. 2G English	S. 3G English	S. 1G Science	S. 2G Science	S. 3G Science	S. 1G English	
11	H. Home Economics	H. Science	H. Science	H. English	H. Geography	H. Art	11
	P. 5G Social Studies	P. 6G Social Studies	P. 5G Science	P. 5, 6G Morality	P. 6G Science	P. 5, 6G Music	
PM	S. 1G English	S. 2G English	S. 3G English	S. 1G Science	S. 1G Science	S. 2G Science	PM
0	P.S. Safety Class						0
	H. Science	H. Science	H. Sociology	S. Our Class Activities	S. Art		
1	P. 4G Social Studies	P. 3G Social Studies	P. 4G Science	P. 3G Science	P.S. Music		1
	S. Mathematics	S. 1G Social Studies	S. 3G Social Studies	S. 2G Social Studies	S. Engineering Home Economics		
	P. 6G Science	P. 5, 6G Music	P. 6G Social Studies	P. 5G Social Studies	P. 5G Science		
2	S. Our Class Activities	S. Arts	S. 1G English	S. 2G English	S. 3G English		2
	K. Music	K. Science	K. Puppet	K. Social Studies	K. Puppet		
	S. Engineering Home Economics	S. 3G Social Studies Community	S. 2G Social Studies History	S. 1G Social Studies Geography	S. Our Class Activities		
3	Teacher's Hour						3

Note: S..... for Secondary School K..... for Kindergarten & Nursery School
P..... for Primary School 1G. 2G.. Grade of School Year
H..... for High School

PROGRAM SCHEDULE OF SCHOOL BROADCASTING FOR 1971

RADIO 2ND NETWORK

	MON	TUE	WED	THU	FRI	SAT	
AM	P. 1G Japanese Language	P. 2G Japanese Language	P. 3G Japanese Language	P. 3G Music	P. 1G Music	P. 2G Music	AM
9	15						9
	30 K. Japanese Language	K. Bipo, Bipo Bon-Bon	K. Japanese Language	K. Bipo, Bipo, Bon-Bon	K. Japanese Language	K. Bipo, Bipo, Bon-Bon	
	45 S. 1G Japanesw Language	S. 2G Japanese Language	S. 3G Japanese Language	S. Social Studies			
	P. 2G Music	P. 3G Music	P. 1G Music	P. 1G Japanese Language	P. 2G Japanese Language	P. 3G Japanese Language	
	15 P. Library	P. Morality	P. 1, 2G Literature	P. 6G Social Studies	P. 5, 6G Social Studies	P. Library	
10	30 P. 3G Social Studies	P. Library	P. Library	P. 1, 2G Literature	P. 3, 4G Morality	P. Social Studies	10
	45 S. Morality	S. Social Studies	S. Morality	S. Morality	S. Literature	S. Music	
	H. Ethics Guidance	H. Ethics Guidance	H. English	H. Music	H. News Topics	H. Japanese Language	
11	15 P. 5G Japanese Language	P. 4G Japanese Language	P. 6G Japanese Language	P. 6G Music	P. 4G Music	P. 5G Music	11
	30 P. 6G Music	P. 5G Music	P. 4G Music	P. 4G Japanese Language	P. 5G Japanese Language	P. 6G Japanese Language	
	45 S. 3G English	S. 1G English	S. 2G English	S. 1G Music	S. 2, 3G Music	S. Social Studies	
PM							PM
	25 K. Japanese Language	K. Bipo, Bipo	K. Japanese Language	K. Bipo, Bipo	K. Japanese Language	K. Bipo, Bipo	
0	40 School News						0
	45 L Lunch Time Music						
	H. Classics	World History	Masterpiece Library	English	Current Topics		
1							1
	S. World Masterpieces	This is How We Think	Masterpiece Library	S. 1G Morality	S. 2G Morality		
	World History	Ethics Guidance	Ethics Guidance	H. Japanese Language	H. Classics		
6						15 Home Room Topics	6
						25 Happy Rhythm Youth and Society	
						40	

Note: S..... for Secondary School K..... for Kindergarten & Nursery School
P..... for Primary School 1G. 2G.. Grade of School Year
H..... for High School

PROGRAMS FOR CORRESPONDENCE EDUCATION

1. The Correspondence Education in Japan

(1) Outline

The Government in its educational policies has placed strong emphasis on the quantitative expansion of secondary education and introduced correspondence education in addition to ordinary school education.

At present, correspondence education is available for secondary and higher education in Japan. Correspondence education is provided, of course, for young people of secondary and higher school ages who work during the day. Correspondence education for those of secondary school ages can be completed in four years, but in the correspondence education for higher school age, the students must attend lectures for year in addition to the four years required for completion. This another arises from the difference in the laws for secondary and higher education.

In other words, secondary education is aimed principally at "teaching", but in higher education research in science and arts is required. For this reason, it becomes necessary for correspondence students to attend school in order to satisfy the above stipulation.

Integration of correspondence education into the school education system has changed the former concept of school in Japan. However, since correspondence education is based on self-study and self-learning, advance to higher classes is lower than in the case of regular schools. Improvement of the learning methods in correspondence education has become an important question for the development of the correspondence education system.

(2) Present Status of Correspondence High Schools

About 82.1% of those completing compulsory education advance to senior high schools (1970). This rate is increasing anually. As desire of those who have not been able to advance to high schools is also very strong, part time schools and correspondence schools are available for working young people.

The educational contents and qualifications for graduation of these three types of high school are identical.

Day schools: Six school days a week.
Part-time schools: Six school evenings a week or 3 to 4 days a week.
Correspondence schools: In addition to obtaining direct guidance at school once or twice a month, self-study at home using the same textbooks. Also submit reports specified by the school. Class advancement is made through examinations.

There are now a total of 76 correspondence high schools in Japan. Of these the schools affiliated with the National Correspondence High Schools Education Association are increasing in number yearly together with the students as shown in the following table:

Year	Number of schools	Number of students
1966	72	130,756
1967	73	136,299
1968	73	143,638
1969	73	149,101
1970	74	152,330
1971	76	159,653

The problem correspondence education poses is self-study and self-learning. And since only 20 days of school attendance a year is required, large numbers of students give up their study. Consequently, the most important question at correspondence schools is how students can be kept from falling behind in their studies and how drop-outs can be prevented.

2. Senior High School Correspondence Source of NHK

In broadcasting programs as a means of promoting correspondence education, NHK undertakes the following problems:
First, it is difficult for those who take a senior high school correspondence course by radio and/or television to continue regular participation because of the irregularity of their working hours.

Secondly, if emphasis is placed on the principle that people should learn only when they have time to spare, the subjects chosen by them and the progress they make in their studies would become diversified and, as a result, educational broadcasts might be utilized only for a short period of time by a small number of people.

Thirdly, in correspondence education by radio or television, it is impossible to give guidance to the individual student, and to satisfactorily exchange questions and answers between teachers and students. This

problem limits the role of broadcasting in the field of education.

To find a solution to the first problem, we conducted a nation-wide survey of the daily lives of individual students in 1964 so that we might determine what time is most convenient for them to utilize our broadcasts.

Furthermore, the results of the survey of the TV viewing potentiality percentage* conducted by NHK in 1965 show that the largest number of people (about 70%) can utilize programs if they are broadcast at 8:00 p.m. According to these surveys, NHK has scheduled radio and television programs of correspondence courses from 8:00 p.m. and from 9:00 p.m., respectively.

*The TV viewing potentiality percentage: the percentage of those who (1) have a TV set accessible, (2) can watch desired TV programs, (3) are in circumstances which allow them to watch TV programs.

With regard to the second problem, those who are concerned with correspondence education in Japan feel that, even in correspondence course broadcasts, it would be more effective for people to learn at a given time and at given speed.

The third problem still remains unsolved. The solution is left for a future study to be made jointly by those in charge of correspondence course broadcasts and the teachers engaged in this type of education.

NHK has long been engaged in educational broadcasts for schools (mainly for primary, junior high and full-time senior high schools), and this experience has contributed greatly to the introduction of correspondence education in its broadcasts.

Program Schedule of Senior High School Correspondence Course for 1971

(1) Television Educational Network (Weekdays)

Time / Day	9:00-9:30 p.m.	9:30-10:00 p.m.	10:00-10:30 p.m.	10:30-11:00 p.m.
Mon.	Modern Japanese (1)	Modern Japanese (2)	Classical Literature B I (Chinese Class.)	Physics A
Tues.	Mathematics I (part 1)	Mathematics I (part 2)	Classical Literature B I (Japanese Class.)	Mathematics II A
Wed.	English A(1)	English A (2)	English A (3)	Modern Japanese (3)
Thurs.	Chemistry A	*Biology / *Earth Science	World History B	Mathematics II A
Fri.	Mathematics I (part 1)	Mathematics I (part 2)	Japanese History	*Ethics Civics / *Political Science and Economics
Sat.	English A (1)	English A (2)	English A (3)	Mathematics II A

* Biweekly program

(2) Television Educational Network (Sunday)

Time / Week	10:00-10:30 a.m.	10:30-11:00 a.m.	11:00-11:30 a.m.	11:30-12:00 a.m.	1:30-2:00 p.m.	2:00-2:30 p.m.
1st	Geography B	Earth Science	Chemistry A	General Home-making	General Electricity	Calligraphy I
2nd	Geography B	Earth Science	Chemistry A	Clothing I	General Electricity	Music I
3rd	Geography B	Physics A	Biology	Physical Education	Commercial Book-keeping	Fine Arts I
4th	Geography B	Physics A	Biology	Health	Commercial Book-keeping	Special Curriculum Activity
5th	Exercise for English and Mathematics					

(3) Radio (Second Network)

	6:00-6:30 p.m.	6:20-6:40 p.m.	6:40-7:00 p.m.
Sun.	English A (1)	*Mathematics I (part 1)	*Modern Japanese (1)

	8:00-8:20 p.m.	8:20-8:40 p.m.	8:40-9:00 p.m.	9:00-9:20 p.m.	9:20-9:40 p.m.	9:40-10:00p.m.	10:20-10:40p.m.	10:40-11:00p.m.
Sun.	Special Curriculum Activity	General Business	Music I	*English A (1)	*Mathematics I (part 1)	*Modern Japanese	*Mathematics I (part 2)	*Mathematics I (part 2)
Mon.	Geography B	Mathematics II A	English A (1)	Classical Literature BI (Japanese Class.)	Physics A	Chemistry A	Health and Physical Education	Food I
Tues.	Mathematics I (part 2)	General Business	Modern Japanese (1)	English A (2)	Japanese History	Modern Japanese (3)	Ehtics Civics	Home Management
Wed.	Biology	Mathematics II A	Mathematics I (part 1)	Earth Science	Classical Literature B I (Chinese Class.)	English A (3)	World History B	Clothing I
Thurs.	Geography B	Modern Japanese (2)	English A (1)	Classical Literature BI (Japanese Class.)	Physics A	Chemistry A	Political Science and Economics	General Home-making
Fri.	Mathematics I (part 2)	Mathematics II A	Modern Japanese (1)	*English A (2)	Japanese History	Modern Japanese (3)	World History B	Food I
Sat.	Biology	Modern Japanese (2)	Mathematics I (part 1)	Physical Geography	Classical Literature BI (Chinese Class.)	English A (3)	Farm Management	Home Management

(* Re-broadcasting programs)

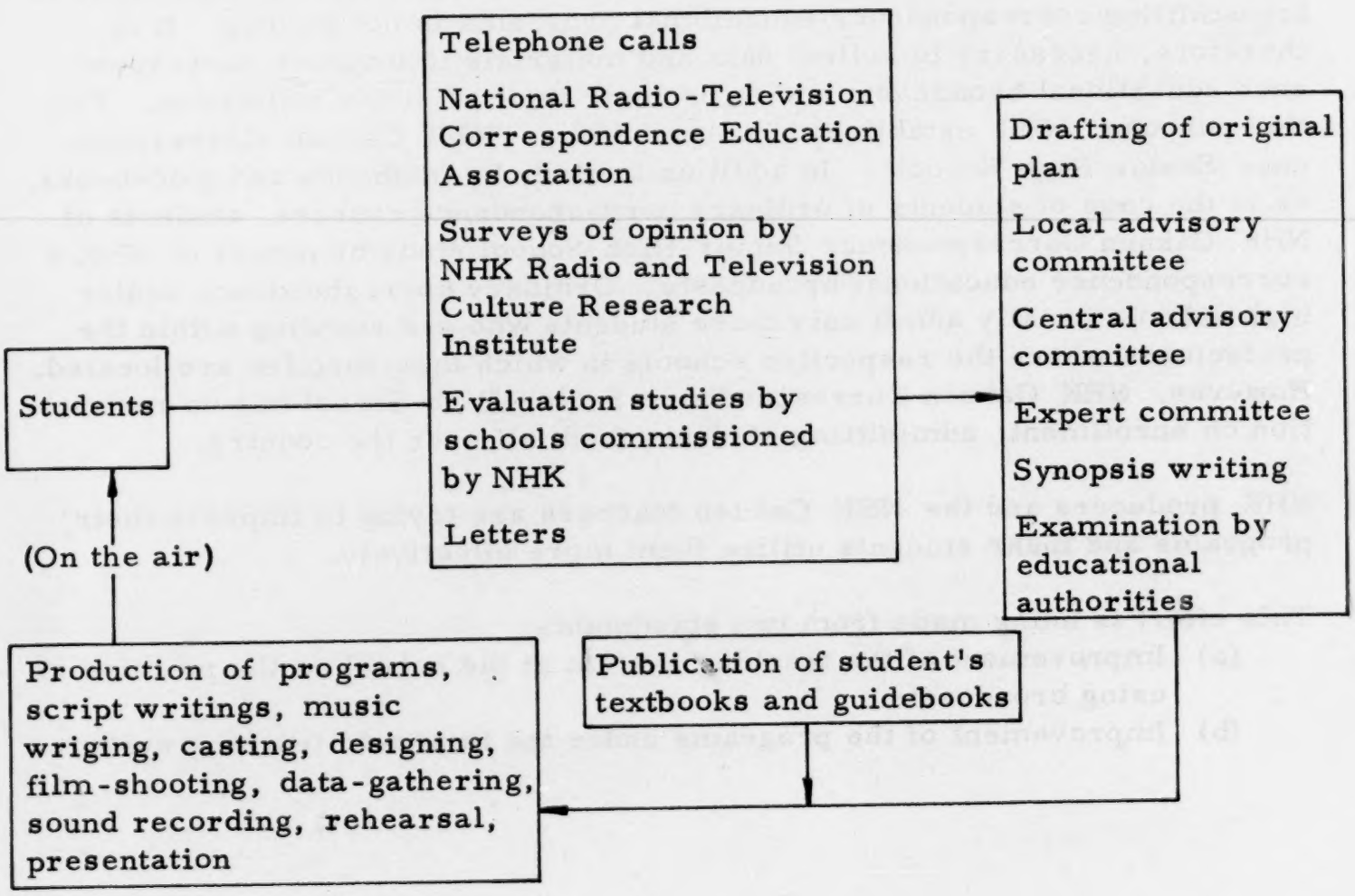
When the broadcast of radio and television correspondence course programs began, their educational effect was recognized by various circles in society. And consequently, the Education Ministry, in 1957, legalized reduction of the total hours of compulsory schooling to those students who study senior high school correspondence courses over radio and television. (The total schooling hours required of correspondence course students were reduced by 5/10 for those who study over radio, by 5/10 for those who study over television, and by 6/10 for those utilizing both radio and television.)

In order to obtain effective results from broadcasts of this kind, it is necessary to provide correspondence course students with specially prepared textbooks, so that they are informed previously of the whole system and contents of the correspondence course, as well as of the requisite materials of broadcasts. In the actual broadcasting of senior high school correspondence courses, it is necessary to use such textbooks so that the students may be fully informed beforehand of the courses they have to follow, and so that they can be given additional explanations as to the points which cannot be fully understood by merely listening to the radio or by viewing televised scenes.

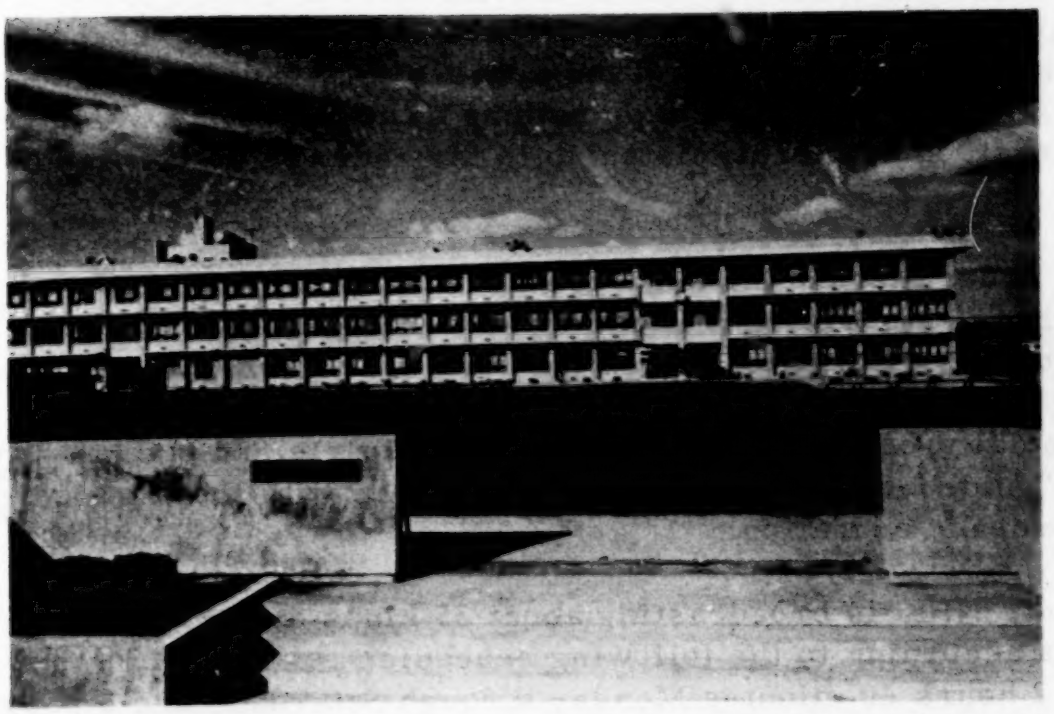
Thus, in order that the students can utilize senior high school correspondence courses effectively, it is imperative for them to use the specially-compiled textbooks mentioned above, together with ordinary textbooks and ordinary guidebooks. For this purpose, NHK has succeeded in combining these specially-compiled textbooks for broadcasts and ordinary guidebooks into one "guidebook" after making a joint study with those concerned with correspondence education.

At present, NHK is broadcasting about 35 kinds of correspondence course programs according to the following schedule:
Radio - 2 hours 40 minutes Monday through Saturday, and 3 hours 40 minutes on Sunday.
Television - 2 hours Monday through Saturday, 3 hours on Sunday.

How school radio and television programs take shape:


Telephone calls
National Radio-Television Correspondence Education Association
Surveys of opinion by NHK Radio and Television Culture Research Institute
Evaluation studies by schools commissioned by NHK
Letters
Students
(On the air)
Drafting of original plan
Local advisory committee
Central advisory committee
Expert committee
Synopsis writing
Examination by educational authorities
Publication of student's textbooks and guidebooks
Production of programs, script writings, music wriging, casting, designing, film-shooting, data-gathering, sound recording, rehearsal, presentation

NHK GAKUEN CORRESPONDENCE SENIOR HIGH SCHOOL



1. Outline

NHK has a history of more than 30 years of broadcasting school programs (intended for full-time senior high schools). However, NHK's experience in transmitting correspondence educational programs is not so long. It is, therefore, necessary to collect data and materials to improve correspondence educational broadcasts and to promote their effective utilization. For this purpose, NHK established in April 1963, "NHK Gakuen Correspondence Senior High School". In addition to study by textbooks and guidebooks, as in the case of students of ordinary correspondence courses, students of NHK Gakuen Correspondence Senior High School study by means of NHK's correspondence educational broadcasts. Ordinary correspondence senior high schools usually admit only those students who are residing within the prefectures where the respective schools in which they enrolled are located. However, NHK Gakuen Correspondence Senior High School has no restriction on enrollment, adminitting students from all over the country.

NHK producers and the NHK Gakuen teachers are trying to improve their programs and make students utilize them more effectively.

This effort is being made from two standpoints:

(a) Improvement of the teaching system at the school on the premise of using broadcasts.
(b) Improvement of the programs under the improved teaching system.

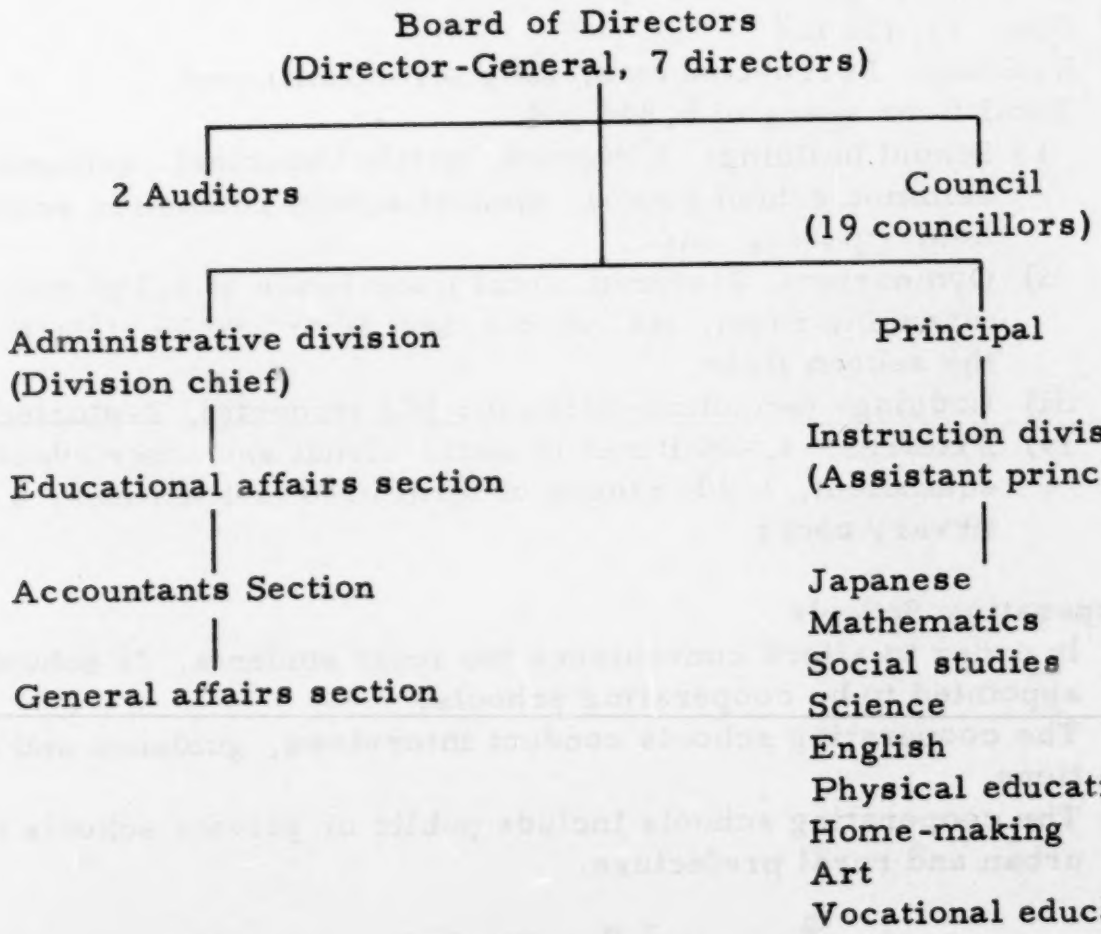
(1) Organization

The "NHK Gakuen Correspondence Senior High School" was established, and has been managed, by a corporation independent of NHK. The sources of operating funds include the tuition-fee from students and a subsidy from NHK. Relations between the school and NHK are as follows:

(a) School management should be by the NHK Gakuen Correspondence Senior High School; NHK should not directly deal with the school education.

(b) NHK correspondence course programs are not only for students of NHK Gakuen Correspondence Senior High School but for all students of Japanese senior high schools utilizing correspondence education.

NHK Gakuen Correspondence Senior High School Organization



Teaching and Office Staff

(a) Teachers: 100 (approx.)

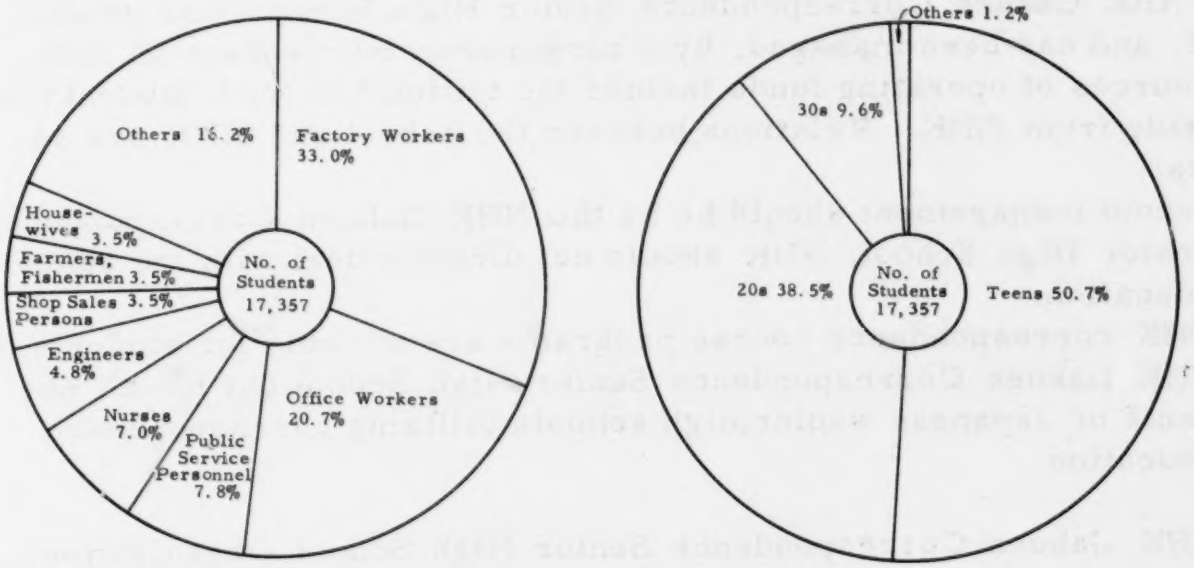
(b) Office workers: 50 (approx.)

(2) Students

Approx. 17,357 (As of August 1971)

When a correspondence course is offered nation-wide, even if a student transfers to another part of the country, he can continue his studies by merely changing to a school offering correspondence education.

Distribution of NHK Gakuen students by occupation and age groups.



(3) School Facilities

(a) Site: 11,438 m^2

(b) Building: Ferro-concrete, fully air-conditioned.
Total floor space of 5,566 m^2

i) School building: 3-storied, partly basement equipped. Five common school rooms, special school rooms for science and home-making, etc.

ii) Gymnasium, 2-stored, total floor space of 5,195 m^2, with managing room, etc. on the first floor and an athletic hall on the second floor.

iii) Lodgings (accommodation for 102 students), 2-storied

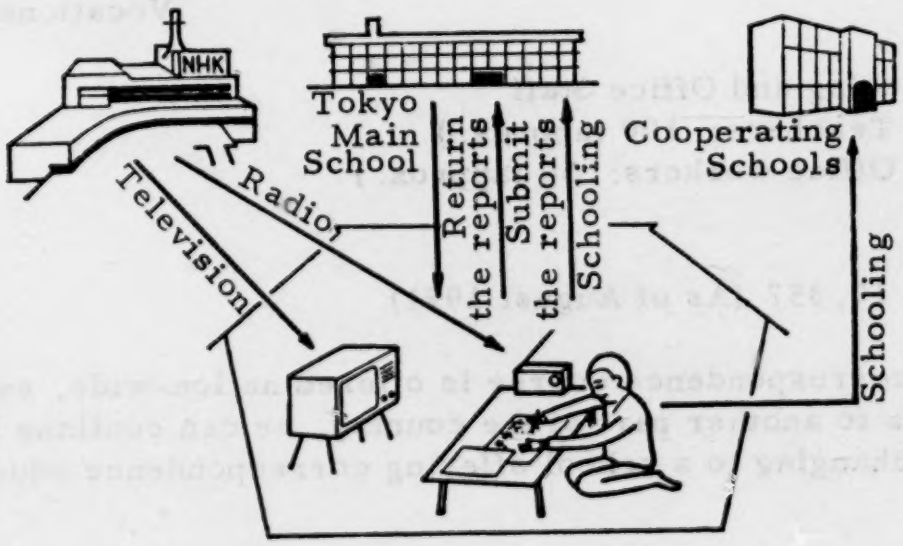
iv) Fixtures: 4,400 items of audio-visual and other educational equipment, 1,200 pieces of furnitures and fixtures, 4,400 library books.

(4) Cooperating Schools

(a) In order to afford convenience for local students, 72 schools are appointed to be cooperating schools.

(b) The cooperating schools conduct interviews, guidance and examinations.

(c) The cooperating schools include public or private schools in each urban and rural prefecture.



(5) Educational Broadcasting

(a) Utilization of radio and TV broadcasts:
Students can be given oral guidance through radio or television correspondence course programs and by using textbooks and reference books. In correspondence education, self-study is a basic requirement. However, this type of education is not completely free of defects. In the "NHK Gakuen Senior High School", correspondence course programs are to be utilized at regular times so as to cultivate the right learning attitude of students and to obtain better training effects.

(b) Guidance by correction, interviewing and examination conducted in exactly the same way as ordinary correspondence high schools.

(6) Report

(a) To examine the process of each student's learning, the school instructs every student to submit a report on respective subjects once a month.

(b) The subjects of such reports are given by the school.

(c) Submitted reports will be returned to students one month later after being corrected by teachers.

(7) Regular Schooling

(a) Schooling is conducted to teach basic particulars about each subject in direct contact with students. Students take this opportunity to make mutual interchanges.

(b) Number of attendances
The standard number of school attendance days is 20 a year.

(c) Place and frequency of schooling

i) "NHK Gakuen Correspondence Senior High School"
Schooling is to be held 8 times a month; every Sunday, 1st and 3rd Saturdays and 3rd Monday and Tuesday.

ii) Cooperating schools
Schooling will be held 2 times a month at respective cooperating schools throughout Japan on Sundays.

(d) School camping

(d One of the principal features of the NHK Gakuen Correspondence Senior High School, the schooling camp is usually held two times a year (4 nights and 5 days for one camping) in each region, engaging the services of the school teachers and broadcasting instructors who provide interview guidance directly with students.

(8) Examination
Examinations include an average of three interim exams throughout the year and one year-end examination.

(9) Study term
In accordance with the law, a student can complete school work in a minimum of 4 years.

(10) Annual expenses

Registration fee	¥200 (one time only)
Tuition	¥1,000
Postal expense	¥600
Seminar fee	¥900
Club activity fee	¥150

In addition to the above, about ¥4,000 is necessary for textbooks and reference books.

2. Diversification in Education

Students differ greatly in age, ability, individuality and circumstance. If students are taught uniformly using the same educational materials and methods, the spirit of equal opportunity may be fully realized.

Considering the aptitudes, abilities and the different ways of life of many of its students, the NHK Correspondence School established a home-making course in 1968 to enable girls to concentrate their studies mainly on home economics and to add to the diversification of those courses already offered.

Beginning in April, 1969, the NHK Correspondence School began to incorporate factory vocational schools into its correspondence system. This is called "Cooperation System of Vocational Education". Therefore, courses offered at many factories are now equal to the same courses offered at regular senior high schools.

This removes the inconvenience to those students who are forced to study at both senior high school and the factories' vocational school. As a result, the educational load on working students was lessened greatly.

3. Promotion of Radio-television Education

Correspondence course students use the same textbooks as full-time students in senior high schools. In addition to textbooks, they also use "study guides" and write "reports" which help them achieve effective self-study.

However, at the same time, they must also study a large amount of printed material. It is very difficult for students to understand all of this using only self-study. Moreover, self-study is apt to develop one-sided learning.

Realizing these educational problems, NHK began broadcasting educational programs for students enrolled in senior high school level correspondence courses.

(1) Controlled Learning based on Educational Broadcasts
The curriculum of the NHK Correspondence School is based on the NHK educational program schedule for senior high school correspondence courses. Students must utilize the educational broadcasts as a supplement to their self-study.

In the NHK Correspondence School, as in all educational courses in Japan, written reports, regular schooling and examinations are three necessary elements, and through the use of educational broadcasts these three elements are followed as closely as possible. Therefore the study schedule of students is controlled by the educational broadcasts.

Formerly, in the correspondence courses for senior high school, taking into consideration that it is only natural that each students rate of study varies, teachers have made it a rule to adopt the "non-controlled" teaching method, which avoids strong control of the study habits of students.

Although the "non-controlled" teaching method had the advantage that students can study according to their own pace, on the whole it seemed to have little effect on the students' will to learn and they tend to lengthen the completion time of courses. On the other hand, the NHK Correspondence School has stopped controlled teaching, which directs the study schedule of students by scheduled broadcasting of educational programs. This method, realizing the fact that differences in environment and capabilities among the individual students may prevent effective study, it can be considered that other educational effects will be obtained by forcing students to follow a fixed educational schedule.

Because of this method of controlled teaching, the NHK Correspondence School has less students who drop out of school before completing their courses, and a higher percentage of graduates over new students, than any other correspondence school of this kind.

Recently other correspondence schools have begun adopting the controlled teaching method and utilizing educational broadcasts in order to cultivate the proper study habits of their students. This fact exemplifies that the controlled teaching method and the utilization of educational broadcasts have been widely approved.

(2) Practical Research on Methods of Education

If acquiring an education simply meant that a student must study hard under many difficulties, the development of correspondence education would be hampered greatly. Thus, in the field of correspondence education, research into new teaching methods must always continue with

practical application of all results.

(a) Team teaching
In the NHK Correspondence School, the team teaching staffs, including the teaching staffs of the main school in Tokyo, the teachers of cooperating schools, and broadcasting instructors, guide their students in every subject to the best of their ability. Therefore, close cooperation and team work must exist amongst each teaching staff.

Under this situation, to obtain a better understanding between program producers and teachers, and to obtain better educational results from the programs, joint researches have been made since 1965.

Based on the idea of team teaching, a new and unique method of teaching English was studied. First, cooperation between program producers and teachers was reorganized. Teaching of pronunciation and practice of sentence patterns was assigned mainly to the educational broadcasts. Teaching of grammar was assigned mainly to regular schooling and written reports.

Furthermore, after detailed research teaching materials were reexamined and "what" and "how" to teach were decided, based on various circumstances of the students. Detailed teaching plans using educational broadcasts as their center, and new study materials for students' self-study based on this teaching plan, were made.

(b) Programed instruction
It is considered that the adoption of programed instruction is perhaps best for students who use the correspondence course for self-study. But it is very difficult to adopt programed instruction for all phases of learning, i. e. educational broadcasts, written reports and regular schooling. It still isn't known whether programed instruction can be successful in every subject.

At present, in the NHK Correspondence School, programed texts for mathematics and English, which are considered very difficult for students, were made and used for a firmer understanding of the important points taught on the educational broadcasts. It is now fully realized that these new programed texts can achieve better educational results among the students than those used previously.

(c) Improvement of written reports
Written reports are one of the very important ways of learning through a correspondence course, but until now, there was no accepted opinion on where written reports should be placed as to their value in the whole process of learning.

In the NHK Correspondence School, based on the assumption that written reports should further develop the main points taught on the educational broadcasts, written reports are assigned the purpose of helping the students get full use from the educational broadcasts and to obtain as much knowledge as possible easily and properly.

In order to guide the students towards writing good reports, our teachers assign as many reports as possible each time, repeating the rules for writing an efficient report and using selected teaching materials to reach this goal.

In 1968 we began to use written reports accompanied by supplementary teaching materials which contain explanations and graded drills on the main points of the lessons.

Because of this, we believe that learning through the use of written reports has become easier and more effective for all students.

Curriculum of the NHK Gakuen Correspondence Senior High School

Subjects	Grades / Sub-Subjects	1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	Total
Japanese	Modern Japanese	3	3		3	15
	Japanese Classics B		3	3		
Social Studies	Ethics-Civics				2	16
	Politics-Economics				3	
	Japanese History			3		
	World History B		4			
	Geography B	4				
Mathematics	Mathematics I	3	3			11-8
	Mathematics II-A			*5 2		
Science	Physics				4	14
	Chemistry A			4		
	Biology	4				
	Earth Science		2			
Health & Physical Education	Physical Education	3	2	2	2	11
	Health			1	1	
Fine Arts	Music I		2			4
	Fine Arts I			(2)		
	Calligraphy I			(2)		
Foreign Languages	English A	3	*4	*4		11-3
Homemaking	Homemaking-General		④		*(4)	4-15
	Clothing I			⑤		
	Food I				④	
	Housekeeping			②		
Vocational Subjects	Farm Management				(4)	4
	Electricity-General				(4)	
	Commercial Bookkeeping				(4)	
Total Number of Credits in Each Grade		20	23	24	19	86
Number of Subjects in Each Grade		6	8	8-9	7	29-30
Special Curricular Activities (class hours)		12	12	12	14	50

Notes:
1. Figures in the chart show the number of credits.
2. ( ) .... Electives in the same subjects.
   ○ .... Electives for girls.
3. * .... Subjects which are not required for girls, if they take the electives marked ○.
4. Homemaking is only for girls and vocational subjects mainly for boys.

PROGRAMS OF HIGHER EDUCATION

Dr.P.Samuelson, a winner of Nobel Prize, is talking with a producer of NHK.

1. College Education in Japan

The desire of the Japanese people to obtain a college education is very strong. But, changes in the industrial structure resulting from technological innovations are requiring high-level knowledge of technical skills.

Under the circumstances, the expansion of college education as a form of higher education in Japan is remarkable, and the numbers of colleges, universities and students are increasing rapidly. The table below shows increase in the numbers of colleges and students.

Items \ Year	1966	1967	1968	1969	1970
Number of colleges	759	820	845	852	861
Number of students	1,184,579	1,335,665	1,462,705	1,618,189	1,669,740

A college education in Japan means a professional education of two or four years for those who have completed high school or an equivalent to high school graduates.

The general courses include,
Day school course: Course requiring daytime attendance 6 days a week.
Evening school course: Course requiring evening attendance 6 days a week.
To these was added the correspondence school course.

With wider diffusion of general college courses, college correspondence courses are also being expanded.

Items \ Year	1966	1967	1968	1969	1970
Number of colleges offering correspondence courses	14	15	16	17	18
Number of students	92,274	103,948	121,839	127,593	130,000

College correspondence education in Japan was established in 1948, with the idea of providing equal educational opportunities for all by making college education available to the general public.

Correspondence education has been integrated into the official education system, and the courses are on an identical level with general college courses.

The students study at home using regular college text and guidebooks, submit reports and advance and graduate when they pass specified examinations.

As in the case of the high school correspondence education, self-study and self-learning make it difficult for the students to surmount various obstacles and many of them drop out before they complete their courses. This, together with means of improving the methods of guidance, poses a serious problem in college correspondence education.

2. College Correspondence Education and Broadcasting

NHK commenced radio broadcasting of programs related to college correspondence education in 1961. Since then NHK has been presenting courses in cultural sciences, social science and natural sciences selected from general college courses and English as a foreign language.

Broadcasting hours and subjects are as shown below.

Educational TV Network
April - September

Days / Times	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
6:30-7:00 a.m.	Politics	Economics	Jurisprudence	Politics	Economics	Jurisprudence
11:30-12:00 p.m.	(Repeat Programs)					

October - March

Days / Times	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
6:30-7:00 a.m.	Psychology	History	Pedagogy	Psychology	History	Pedagogy
11:30-12:00 p.m.	(Repeat Programs)					

April - March

Days / Times	Sun.
8:30-9:00 a.m.	Natural Science

Radio 2nd Network
April - September

Days / Times	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
5:45-6:05 a.m.	Japanese Literature	English	Japanese Literature	English	Japanese Literature	English
5:00-5:20 p.m.	(Repeat Programs)					
11:00-11:20 p.m.	(Repeat Programs)					

October - March

Days / Times	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
5:45-6:05 a.m.	Philosophy	English	Philosophy	English	Philosophy	English
5:00-5:20 p.m.	(Repeat Programs)					
11:00-11:20 p.m.	(Repeat Programs)					

Courses presented by NHK have been recognized as official courses by the universities offering correspondence courses, and in broadcasting these courses, steps described below are followed between NHK and the university offering correspondence courses:

(a) Subjects to be broadcast are selected by a committee composed of NHK and university officials.
(b) Lectures are recommended by various universities and NHK makes the selection.
(c) The selected lecturers prepare textbooks.
The university distributes the broadcast textbooks to the students.

Note: In Japan, every university is autonomous and does not recognize teaching materials written by professors of other universities; but special recognition is accorded teaching materials for subjects presented as broadcast programs.

With the rising demand for higher education, correspondence education programs began to serve the general public as well as correspondence students. There are now groups in various areas who are studying college courses under the guidance of NHK's local stations.

These programs were found to be utilized principally by the 20 to 40 age

group but persons in higher age groups including those in their 60's were also utilizing them.

It is also significant that recently housewives who, to a considerable degree, have been relieved from household chores are also utilizing these courses.

3. Future of College Correspondence Education

With the increase in the number of students desiring a high school education, interested in college education is rising among the Japanese people. In addition to already aired college correspondence courses, NHK established in 1969 a "Citizen's University Course of the Air" on radio and in 1970 on TV. This is a one-hour lecture program by noted college lecturers in the political, economic, cultural and scientific fields.

Broadcasting hours are shown below.

Radio 2nd Network

Sunday	11:00-12:00 a.m.	Citizen's University Course I
	12:00-13:00 p.m.	" II
	11:00-12:00 p.m.	" III (Repeat)

Educational TV Network

Tuesday	8:00- 9:00 p.m.	Citizen's University Course
Sunday	2:30- 3:30 p.m.	" (Repeat)

Dr. Garrett Hardin at the Citizen's College Course.

NHK also entertains a concept of college education programs on the "Third Network". This concept envisages the presentation on radio and television of courses required for college graduation. And since the Jpanese Government has also indicated it favored the concept of a "Broadcast College", repletion of higher education through the broadcasting media is shedding a new light on college-level education in Japan.

SPECIAL PROGRAMS FOR PHYSICALLY OR MENTALLY HANDICAPPED CHILDREN

There are an estimated 1,100,000 children in Japan who are blind, deaf, or otherwise physically or mentally handicapped, and who require specialized education. Recently, the need for providing such education became urgent, and important steps are being taken in that direction.

Since the inception of the "TV School for the Deaf" in 1961, NHK has been placing particular emphasis on these special educational programs not only for the benefit of the unfortunate children but also for the purpose of creating public interest in the need of such education.

The results achieved so far have been highly appreciated, not only by the families of handicapped children, but also by educators.

For children with speech defects, a "Special Language Training Class" is broadcast once a week in the Educational TV Network and the "Merry Classroom", another TV special class for mentally retarded children.

SOCIAL EDUCATION PROGRAMS

1. Basic Concept of Social Education Programs

In view of the important role that radio and television plays in education, NHK presents the following programs in addition to school programs:

(1) Educational programs for cultivating knowledge and wholesomeness in infants and pre-school children as well as promoting wholesome development of young people.
(2) Lecture courses in languages which are directly applicable in daily life; practical courses in vocational guidance.
(3) Youth's programs; women's programs which are intended for group listening and viewing.

In presenting these programs, publicity through publication of textbooks and pamphlets and through information on the means of utilization are provided. Promotion of group listening and viewing in various communities are also undertaken, thus encouraging systematic and continuous utilization of social education programs.

2. Foreign Language Lessons

NHK's foreign language lessons have a long history. In radio, they were started in 1925 with the "English Course" and have been on the air for more than four decades. In TV, the "English Conversation" program commenced with the inauguration of the Educational Service. It was 12 years old in 1971. At present NHK's lessons cover 6 languages: English, French, Spanish, German, Chinese and Russian. They are broadcast in 16 courses - 6 in television and 10 in radio. The weekly TV air time is 14.5 hours (17 programs) and 34 hours 25 minutes (47 programs) in radio. These are broadcast throughout the country over the Educational TV Network, and the Radio 2nd Network. The majority of these programs are re-broadcast. Broadcasts are as follows:

(a) English language programs (6 courses on radio and television)

i) Textbook editing and publication
Five textbooks of Basic English, English Conversation (beginner and middle classes) are published every month. These total 1,100,000 copies a month (12,000,000 copies a year).

ii) Correction of textbook study papers
During 1970, an average of 50,000 test papers were corrected each month.

(b) Other language programs (10 courses in radio and television)

i) Textbook editing and publication
Nine kinds of textbooks dealing with 5 languages are edited and published every month or every other month. The total number of textbooks published is about 7,100,000 copies a year.

ii) Correction of textbook study papers
An average of 250,000 papers were submitted for correction during 1970

List of Foreign Language Lessons (* Re-broadcast)
English

Network	Program	Day	Time
Radio 2nd	Fundamental course of English	Mon. - Sat. Mon. - Sat. Mon. - Fri.	6:05- 6:25 a.m. *3:25- 3:45 p.m. *6:20- 6:40 p.m.
Radio 2nd	Fundamental course of English (Second step)	Mon. - Sat.	3:45- 4:00 p.m. *7:15- 7:30 p.m.
Radio 2nd	English conversation	Mon - Sat.	6:25- 6:40 a.m. *3:10- 3:25 p.m. *6:40- 6:55 p.m.
Radio 2nd	English hour	Sun.	17:00-18:00 p.m.
ETV	English conversation (Beginner Class)	Mon. Wed. Fri.	6:00- 6:30 a.m. *7:00- 7:30 p.m.
ETV	English conversation (Middle Class)	Tue. Thurs. Sat.	6:00- 6:30 a.m. *7:00- 7:30 p.m.
*UHF	English conversation (Beginner Class)	Mon. Wed. Fri.	11:30-12:00 p.m.
*UHF	English conversation (Middle Class)	Tue. Thurs. Sat.	11:30-12:00 p.m.

* Experimental broadcast in Tokyo and Osaka.

French

Radio 2nd	Elementary course of French	Mon. - Sat.	5:20- 5:40 p.m. *11:40-12:00 p.m.
ETV	French lesson	Tue, Thurs. Sat.	8:00- 8:30 a.m. *11:00-11:30 p.m.

German

Radio 2nd	Elementary course of Germany	Mon. - Sat.	7:00- 7:20 a.m. *5:40- 6:00 p.m.
ETV	German lesson	Mon. Wed. Fri.	8:00- 8:30 a.m. *11:00-11:30 p.m.

Spanish

Radio 2nd	Elementary course of Spanish	Mon. Wed. Fri.	4:20- 4:40 p.m. *11:20-11:40 p.m.
ETV	Elementary course of Spanish	Tue. Thurs.	6:00- 6:30 p.m.

Chinese

Radio 2nd	Elementary course of Chinese	Tue. Thurs. Sat.	4:20- 4:40 p.m. *11:20-11:40 p.m.
ETV	Chinese course	Mon. Wed. Fri.	6:00- 6:30 p.m.

Russian

Radio 2nd	Elementary course of Russian	Mon. - Sat.	7:20- 7:40 a.m. *4:40- 5:00 p.m.

3. Vocational and Technical Lessons

NHK presents technical lessons directly applicable to everyday life, such as the "Vocational Lessons", the "Abacus Lesson" and the "TV Auto School". These programs are aimed primarily to improve viewers' ability and assist them in passing various state or public examinations for licenses or qualifications.

Music lessons for the violin, piano and guitar are also provided. These vocational and technical lessons are widely utilized.

Vocational Lessons

Since April 1961 this program has presented short courses in hairdressing, beauty-culture, dressmaking, bookkeeping, slide-rule, repairing radio and TV sets, and architecture, etc.

In 1968, the one year program was divided into three different terms devoted to repairing TV sets (Apr. - July), practical statistics (Aug. - Sep.), slide-rule (Oct. - Nov.) and bookkeeping (Dec. - Mar.).

Abacus Lesson

The "Abacus Lesson", given both on radio and TV, is designed to help master this traditional art of calculation in half a year starting with the fundamentals. The lesson is so devised that it may be utilized by as many people as possible from school children and housewives to businessmen.

TV Auto School

The "TV Auto School" tries to teach accurate and safe driving through its curriculum including traffic regulations, structure of automobiles, etc. The "School" is extensively used not only by aspirants for a driver's license but also by veteran drivers.

4. Programs Related to Agriculture, Forestry and Fisheries

NHK has been presenting programs related to farming, forestry and fisheries since its establishment in 1925. Before World War II, however, they were not systematically presented, rather they were inserted among general programs or specially compiled when occasions required.

Post-war Japan experienced severe food shortage, and procurement of foodstuff for the people became a serious problem. On this occasion, NHK, in cooperation with the Ministry of Agriculture, Forestry and Fishery, began presenting systematically organized farm programs. This program was titled "Early Bird", and it presented agricultural techniques and agricultural administration policies useful for increasing food production. Although the contents and aims of this program have changed with the times, it still goes on the air and is widely utilized by rural people.

Simultaneously with commencement of the "Early Bird", NHK's farm program production mechanism was improved and made more substantial. At the Headquarters, the Farm Program Section was organized and a farm program producer was assigned to each NHK station in the country. At present, the Headquarters has an Agriculture Program Group with a s staff of more than 40 persons, while scores of agriculture program producers are assigned to the NHK stations throughout the country. There a are more than 600 correspondents who cover farm, forestry and fisheries news.

These programs now total 15 items in the television service (24 when repeats are included) covering 7 hours and 25 minutes (11 hours and 50 minutes) a week and 36 (48 including repeats) items in the radio service covering 13 hours and 37 minutes (16 hours and 37 minutes).

Farm programs divide into the following two categories;
(1) General information programs.
(2) Programs that provide basic knowledge on techniques management for those engaged in farming, forestry and fishing.

Labor in these fields is declining because of the influence of secondary industries which have registered outstanding growth and development in post-war years. Modernization and mechanization now supplement the labor shortage, but productivity is still low. In order to provide needed means of further modernizing Japanese farming, forestry and fisheries, NHK compiles and presents programs in collaboration with the Ministry of Agriculture, Forestry and Fishery and farmers' cooperatives.

Special programs are also compiled on problems of special importance and those involving political issues, thus endeavoring to contribute towards better understanding of agricultural and other problems, as well as towards further development of agriculture, forestry and fisheries.

5. Programs for Children

Programs directed at children provide plenty of entertainment. In radio the "Pippo Pippo Bon Bon", with songs and music, and the "Come out, Stories!", nursery programs, are popular. In TV, there are a number of programs for kindergartens and day nurseries.

Programs enjoyed by children after they return home include a puppet show

"Eleven Persons of Nekojarashi", a drama program "Five Persons and One Animal", a quiz program "Four Eyes", a music program "Songs are Friends", and a costume play "Shiranui no Kotaro", all of which are broadcast in color. Of these "Four-Eyes-Scientific Study by Camera" has been most outstanding. In this series of television programs natural scenes which which cannot be observed by the naked eye are presented. "Eleven Persons of Nekojarashi" is a story of quite an original nature full of humour and wit, in which human being and animals, hand in hand with one another, strive to build up a utopia. And "Boy Swordsman Kotaro", the adventures of a boy swordsman who seeks his father during the turbulant days of the Shimabara Uprising in the 17th century.

6. Homeclass

As the title denotes while this program is not aimed purely for women, its object is to give hints to women on how to understand or to react to the various phenomenons of this ever-changing society of the present day when women's position in the households has become so important.

A feature of the program is that certain subjects such as "merchandise" or "provisions for one's old age" is systematically presented in series form running from one to two months. This gives the viewers a better understanding of the problem. And through this it is expected that lively discussions in the homes centering around the mothers and daughters with fathers and other children will result.

Popular among women's program is "Hello Madam". This has claimed a considerable program rating.

Dedicated to ordinary housewives, this program focuses on problems familiar to housewives and gives audiences appropriate advice or hints. Since the beginning of this program, a number of housewives have been invited to the studio to take part in each program.

7. Programs for Youth

In TV General Service, a 25-minutes series "With Teenagers" is broadcast from 0735 hours every Sunday. In this program, a number of teenagers are invited to the studio each time and asked various questions so that the viewers can learn what they are thinking about and wish to do.

"Plaza for Youth" is put on the air on our Educational Service TV network for one hour from 1800 hours every Sunday. Introduced in this program are young people who are endeavoring to live with high spirits in the present complicated society. It is mostly composed of their discussion, and sometimes half of the program is dedicated to the showing of a film documentary depicting how the people of their age are working and learning in the midst of varied life surroundings.

In the field of radio, "Echo of Youth" is broadcast between 22:30 and 23:00 hours from Monday through Saturday. It is a disc jockey program consisting of request music pieces with young people's voices and various topics inserted in between.

A 30-minute program "Problems of Youth" is broadcast from 9:15 hours every Saturday. This program deals with how parents and grownups should do to understand the younger generation and guide them with warm-heartedness. In this way, various problems peculiar to young people are brought before the viewers while listening to opinions.

8. Programs for Business Management

Two typical programs of this type.

"New Management Age"

Progress in internationalization and innovations in the business management and technological fields are drastically changing the conditions surrounding modern businessmen. This program is designed to offer information on management meeting these new conditions.

It is presented in the following series:

Monday:	"Physiology of Workshops"
Tuesday:	"Report on Business World"
Wednesday:	"Our life in Tomorrow"
Thursday:	"System and You"
Friday:	"Today's Suggestion"
Saturday:	"Business Topics"

"Shop Keeping"

A presentation of professional sales techniques and basic knowledge of commercial transactions.

9. Science Programs

In order to keep people abreast of current scientific developments, NHK emphasizes science programs. Principal items are given below.

"Your Health", a practical program designed to convey information on

health and sanitation. It is presented daily, except Sunday, for 20 minutes in the forenoon. On radio, "Healthy Life", is presented.

Towards a Better Tomorrow:
What kind of harmony must exist between nature, environments, and scientific techniques to make for a better life in the future? Looking into this problem is one of aims of this program. It takes up the problems of today and viewing things from a scientific standpoint by repeated experiments and inspections, the program tries to document a defination for tomorrow and a pursuit for a fuller human existance.

"Nature Album" (TV) and "With Nature" (Radio) are programs that present nature in Japan during the four seasons in films and sounds. These have powerful appeal with city dwellers who don't have much opportunity to come in contact with nature. The film and sound library built from the accumulation of materials used for these programs now contains highly evaluated records of nature. Requests for the use of these materials come from world-wide broadcasting organizations.

Comprehensive editions of these materials are also broadcast about four times a year. In addition, materials on nature in overseas countries are also collected by Japanese coverage teams. As a matter of fact, NHK started in 1969 a 5-year program for covering nature in Southeast Asia.

"Science for Everyone" is a program designed to present accurate information on modern science and technology. This is presented in the following series:

Monday:	"Technology Opens up New Fields" (in color)
Tuesday:	"Scientific Journey" (in color)
Wednesday:	"Nature"
Thursday:	"Let's Enjoy Experiments" (in color)
Friday:	"Investigating Topics" (in color)

"Modern Science" presents scientific information interestingly and in popular terms.

"Computer Course" is intended to help train computer programmers by presenting introductory information on computers and programing.

These programs were established in 1969.

10. Cultural Programs

Cultural programs are designed to contribute towards enriching the lines of the people. While Japan has rapidly modernized economically since the Meiji Restoration Period, the quarter of a century after the war's end saw broad changes in the social and home life of the people. New trends have also influenced the thinking of the people. However in the 70s' man is facing and battling the problem of how man himself can continue to live in an environment befitting human existance. This problem is also being taken up on the cultural programs. The program "Our Land, Our People" takes up art and civilization, the beauty and history of Japan and the lives of the people.

THE "JAPAN PRIZE" INTERNATIONAL EDUCATIONAL PROGRAM CONTEST

The "JAPAN PRIZE" International Educational Program Contest was instituted by NHK in 1965, in commemoration of the 40th anniversary of the inauguration of radio broadcasting in Japan and the anniversary of the Second International Conference of Broadcasting Organizations on Sound and Television School Broadcasting, organized by NHK and held in Tokyo in April 1964.

The purpose of the contest, which is held in Japan in October or November every year, is to assist advance educational broadcast programs in all countries and to contribute to the promotion of understanding and cooperation among the nations.

There are a number of international competitions designed to raise the standard of broadcasting programs, but this contest is regarded as the first and only international competition that exists for genuinly educational programs.

The "JAPAN PRIZE" Contest is open to all broadcasting organizations, or groups of such organizations, in countries or territories that are members or associate members of the International Telecommunication Union (I. T. U.), which are authorized to operate a broadcasting service by the competent authority.

Based on this principle, invitations to participate in the present contest are sent every year to some 300 such broadcasting organizations in the I. T. U. member countries in the world.

Participants in "Japan Prize" Contests

		Place	Coun-tries	Organi-zations	Pro-grams	Radio	TV
1st	1965	Tokyo	46	70	185	95	90
2nd	1966	Osaka	54	84	161	82	79
3rd	1967	Nagoya	61	86	202	106	96
4th	1968	Tokyo	53	75	167	87	80
5th	1969	Hiro-shima	56	86	177	73	104
6th	1970	Sendai	58	90	194	89	105
7th	1971	Tokyo	57	82			

The bakcground of the participating organizations in the present contest is most diverse. They are from many parts of the world and include broadcasting organizations both in the more advanced and emerging countries.

Categories of Programs

For the present contest the following categories are established for entries in sound broadcasting and television respectively:

(1) School Broadcasting Programs directed for Primary Education and Educational Programs intended for Kindergartens and Nursery Schools.
(2) School Broadcasting Programs directed for Secondary Education.
(3) Educational Programs designed for Adults (including programs designed for higher professional and university education).

It is laid down in the Rules that all the programs to be submitted for the present contest must have clear and definite educational objectives, and be produced for broadcasting along systematic and well-planned lines in series.

The JAPAN PRIZE is awarded to the best entry in the sound broadcasting division and the best entry in the television division, each of which is judged as having high educational value and fully demonstrating the important role and great potentialities of broadcasting in the field of education. The Prize consists of the certificate of honour, the prize insignia and the cash award of $2,000, each.

Prizes for Excellent Programs include the following four prizes, each consisting of the certificate of honour, the prize insignia and the cash award of $1,000.

(1) Sound Broadcasting:
The MINISTER OF EDUCATION PRIZE and the PRIZE OF THE GOVERNOR OR MAYOR of the locality where the Contest is held,

respectively, is awarded to one of the two programs, each of which has been judged as the most excellent in a category other than one in which a program has been awarded the JAPAN PRIZE.

(2) Television:
The MINISTER OF POSTS AND TELECOMMUNICATIONS PRIZE and the ABE PRIZE*, respectively, is awarded to one of the two programs, each of which has been judged as the most excellent in a category other than one in which a program has been awarded the JAPAN PRIZE.

* The ABE PRIZE was created in memory of the late Mr. Shinnoske ABE, former President of NHK, on whose initiative the present contest was established.

SPECIAL PRIZES, each consisting of the certificate of honour, the prize insignia and the cash award of $500, are awarded to the three sound broadcasting and three television programs, which have not been awarded any of the prizes described above, but which are judged as particularly admirable works.

The Second "JAPAN PRIZE" contest was honored with a prize offered by UNESCO in commemoration of the 20th Anniversary of its founding. It may be noted that the contest has since 1967 been honored with a special commendatory prize offered by UNICEF.

ANNALS OF NHK EDUCATIONAL BROADCASTS

1925

March: Provisional broadcasting commences at the Tokyo Broadcasting Station in Shibaura.

July: Full-scale broadcasting begins at the Tokyo Broadcasting Station on Atagoyama.

July: Presentation of first "English Course".

1931

April: Second Radio Network established.

1935

April: Nationwide broadcasting of the "School Broadcast", including the "Teacher's Hour" begins

1941

September: "School Broadcast" officially adopted as teaching material under the "People's School Ordinance Enforcement Regulation".

1950

February: Broadcast Culture Prize established.

June: "Nippon Hoso Kyokai" (NHK) inaugurated under the Broadcast Law.

October: The First All Japan Broadcast Education Study Convention held.

1953

February: Tokyo Television Station begins telecasting and television school broadcasts commence.

April: Broadcasting of "High School Course" begins nationwide and "To Friends of Youth Class" commences.

1955

January: The first "NHK All Japan Youth Debate Contest" held in Tokyo.

1957

April: Broadcasting of "Wisdom of Living" begins.

December: Tokyo FM Experimental Station begins broadcasting.

1959

January: "NHK Women's Class" established in Tokyo and three other stations and Educational Television Service commences in Tokyo.
Broadcasting of "Technical Course" begins.

July: The first "All-Japan Invention Contest" held.

1960

September: Full-scale color television service begins in Tokyo and Osaka.

1961

April: Nationwide broadcasting of "Radio Agriculture School" inaugurated.
The Second World Conference of Broadcasting Organizations on Sound and Television School Broadcasting held in Tokyo.

1965

July: "Broadcast Utilizing Farmers' Groups" begins.

October: NHK Broadcasting Center commences operation. The First Japan Prize International Educational Program Contest held in Tokyo.

1966

March: Nationwide color television network completed.

November: The Second Japan Prize International Educational Program Contest held in Osaka.

1967

October: The Third Japan Prize International Educational Program Contest held in Nagoya.

1968

October: The Fourth Japan Prize International Educational Program Contest held in Tokyo.

1969

April: Computer course commences.

November: The Fifth Japan Prize International Educational Program Contest held in Hiroshima.

1970

April: "Citizen's University on the Air" commenced on TV program.

November: The Sixth Japan Prize International Educational Program Contest held in Sendai.

1971

November: The Seventh Japan Prize International Educational Program Contest held in Tokyo.